



Midland Public Schools

Inspiring Excellence

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Chestnut Hill Elementary School Annual Education Report 2022-2023 (2021-2022 Data)

February 10, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Chestnut Hill Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Mrs. Tracy Renfro, Principal, at 923-6640 or email RenfroTD@midlandps.org for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3qY4wQB>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not given one of these labels.

The key challenge for our school is helping students that may have experienced learning loss. We also continue to work on narrowing the achievement gap across all of the tested subjects (mathematics, reading, science, social studies and writing), as well as increasing the Student Growth Percentile for every student.

We continue to emphasize The International Baccalaureate (IB) Primary Years Program (PYP). After a successful evaluation process in 2021, we are working on the recommended program improvements. The Next Generation Science Standards, Project Lead The Way, community presentations and student/class actions are being included in unit planners. The solid foundation that the IB PYP provides helps us to achieve the Midland Public Schools' Vision and Chestnut Hill Elementary Schools' Mission Statements for our students.

State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE **TWO MOST RECENT YEARS** ON THE FOLLOWING:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

School attendance boundaries are set by the Board of Education. All students living in the attendance area of a school attend that school unless the Schools of Choice option is selected.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Our Continuous Improvement Plan for 2021-2022 was developed collaboratively with our school team and is aligned with the MPS District Continuous Improvement Plan. The plan contains two core goals and multiple strategies designed to increase academic growth and the wellbeing of students and create the most inclusive and equitable opportunities for students. The plan is revised annually based on need and is available for review in the school office and online at the district website.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

There are no specialized schools in the Midland Public Schools.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

A copy of the core curriculum may be obtained from the curriculum office at the MPS Administration Center. The core curriculum is fully implemented. There are no variances from the state's model.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Midland Public Schools administered state and local assessments in spring 2021. Due to the COVID-19 pandemic, state assessments were not administered in spring 2020.

NWEA Data

Chestnut Hill 2020-2021 Summary

	MATHEMATICS		LITERACY			
	N STU	% Mtg Std	Reading Comp		Writing	
	N STU	% Mtg Std	N STU	% Mtg Std	N STU	% Mtg Std
K	67	70.1%	60	41.7%	60	88.3%
1	73	65.8%	74	67.6%	65	53.8%
2	65	60.0%	65	63.1%	59	94.9%
3	63	66.7%	63	69.8%	59	62.7%
4	81	56.8%	81	61.7%	75	80.0%
5	83	65.1%	82	73.2%	76	71.1%
TOTAL (not incl K)	365	62.7%	365	67.1%	334	72.5%

Chestnut Hill 2021-2022 Summary

	MATHEMATICS		LITERACY			
	N STU	% Mtg Std	Reading Comp		Writing	
	N STU	% Mtg Std	N STU	% Mtg Std	N STU	% Mtg Std
K	74	67.6%	14	100.0%	96	75.0%
1	63	66.7%	62	61.3%	60	55.0%
2	72	63.9%	72	63.9%	72	70.8%
3	69	69.6%	69	63.8%	46	23.9%
4	72	48.6%	73	65.8%	70	34.3%
5	74	62.2%	73	63.0%	50	60.0%
TOTAL (not incl K)	350	62.0%	349	63.6%	298	50.0%

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

	Fall	Spring
2021-2022	(332) - 79%	(68) - 16%
2020-2021	(239) - 55%	(31) - 7%

Chestnut Hill Elementary staff members continue working hard to overcome the challenges and needs of all students. We pride ourselves on looking at the whole child and meeting the academic, social-emotional, and behavioral needs of our students. Collaboration with parents and community members helps us to provide a world-class education. We are proud of our students and staff members for their continued achievements and successes. We continue to do our best to provide the most equitable, inclusive, and collaborative learning experiences for all students.

Sincerely,

Mrs. Tracy Renfro

Principal